

Pyramid of Interventions

| | Assessments | Interventions | Documentation | Roles and Responsibilities |
|---|--|---|---|--|
| Tier III Approximately 5% of students needing intense interventions to meet curricular expectations | *AIMS Progress Monitoring: Intensive monitoring towards specific goals for at risk students-every week *Curriculum Based Measurement-every 2 weeks *Functional Behavior Intervention by counselor or SPED personnel *DRA | *Intensive small group based on a specific need using research based materials. -certified staff -1-3 students per group *Behavior Intervention Plan -meet with counselor, administrator, mentors, or behavioral specialist *Tier 3 intervention plan will be determined during STAT Team Meeting | *Assessment data scores *Any tutoring documentation *Anecdotal Notes *AIMS documentation *Study Island *PLC Intervention Folder *Progress Monitoring Form | *STAT Team determine Intervention Plan PLCs – K-5 *Administration attend STAT Meeting, Tier 1and Tier 2 Meeting (PLC) *Parents may be invited or is informed of updated interventions *Students participates in smaller intensive group |
| Tier II Approximately 15% of all students needing strategic interventions to meet curricular expectations | *AIMS Strategic Monitoring: Monthly monitoring for students who are questionable *Curriculum Based Measurements at least one per month - Specific Skill -Assessment Wall -Worksheet -Small Quiz *DRA *Behavioral Observations using point sheet, tally marks, anecdotal notes | *Small group based on a specific need -Any resources available -4-6 students in a group *Behavior Intervention Plan -Point Sheet -Behavior Contract | *Assessment Data Scores *Tutoring Documentation *AIMS Documentation *Anecdotal Notes *Study Island *PLC Intervention Folder *Progress Monitoring Form * DRA2 | *PLC – Classroom teachers will decide the amount of minutes per week, skill and resource person for intervention. Informs parent of intervention *Administration – monitor implementation of intervention *Parents informed *Student participates in small intensive group *Special Ed, Reading Specialists, ELL Teacher, Tutors, Supports Literacy Coach provide input to classroom teachers for intervention |
| Tier I Approximately 80% of all students meeting curricular expectations | Whole Class *MAP test – grades 3-5 *Math quarterly district test – grades K-5 *Benchmark Test – grades K-5 *Curriculum Based Assessment – grades K-5 *Teacher Behavior Plan - grades K-5 *AIMS Web universal screener – 3x per year – grades K-5 *GATES Test – grades 3-5 | Whole Class *Whole Class Instruction *Flexible small group instruction in all areas *Flexible math groups *Differentiated Instruction * Quick Checks * Pre/Post | Whole Class *Assessment data scores *Assessment Wall *Anecdotal notes *District physical screening (hearing, vision, etc.) | Whole Class *Classroom teacher – implement core curriculum *Administration – monitor and support core curriculum implementation and attend PLC meetings *Parent – be aware of curriculum expectations for child *Student – know expectations and is engaged in learning |